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ABSTRACT

At the request of the Board of Governors of the California Community Colleges, a 15-member task force prepared a comprehensive report on the current state of community college counseling programs and services in California. This report describes the statewide institutional setting, mission and philosophy, and the role and objectives of community college counseling as outlined by the California Education Code and Title 5 of the California Administrative Code. Components typically included in community college counseling programs are considered, including pre-admissions responsibilities; new student orientation and academic planning; academic advisement; articulation with transfer colleges; career, personal growth, peer, and contract counseling; and assistance with learning difficulties and personal concerns. The patterns of organization and the implications of the range of these services are discussed. A review is included of research studies dealing with counselor and program evaluation and with student needs assessment. Current issues and problems revealed to affect counseling include the impact of staff reductions, lack of cooperation between instructional and counseling services, the demands of program accountability, and the implications of collective bargaining. Articulation of counseling between secondary and post-secondary institutions is discussed and financial plans are outlined. Recommendations to the Board conclude the report. (DR)

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COMMUNITY COLLEGE COUNSELING SERVICES IN CALIFORNIA:

A Report by the Statewide Task Force on Counseling

with Commentary and Recommendations Provided by Staff

Agenda Item 5

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Paper presented at the meeting of the Board of Governors of the California Community Colleges, San Francisco, California, September 28, 1979.

Board of Governors of the
California Community Colleges
September 28, 1979

Item 5

Title: Community College Counseling Services in California: A Report by the Statewide Task Force on Counseling with Commentary and Recommendations Provided by Staff

Staff presentation: Ronn Farland, Acting Administrator
College Services

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College Services

Summary

1. A statewide task force was formed to respond to the Board of Governor's request that a comprehensive report be prepared on counseling in the California Community Colleges. Over a period of six months, the fifteen member task force studied the current state of counseling in the community colleges and formulated recommendations that will hopefully stimulate the improvement of counseling services.

2. The purposes of this item are:

   (a) To present staff commentary on the report of the Task Force on Counseling.

   (b) To present the report of the Task Force which includes:

   - a composite picture of the responsibilities and functions of community college counselors in California.
   - research data which focus on the needs and views of students in relation to counseling.
   - current problems and issues which impact community college counseling programs.
   - recommendations to the Board designed to activate immediate and long-term solutions to current inadequacies in counseling services.

   (c) To offer staff Recommendations based on the report of the Task Force.

Recommended Action

It is recommended that the Board adopt the recommendations on pages 30-37.

PREFACE AND STAFF COMMENTARY

The bulk of this agenda item is comprised of a report developed by the 1979 Task Force on Counseling in the Community Colleges. In this case, the Task Force's report is presented intact and staff commentary and recommendations for Board action are presented separately.

Staff heartily endorses the Task Force report and commends especially those sections of the report that portray the broad and comprehensive scope of counseling activities in the community colleges and those sections that review research studies on students' need for and satisfaction with existing counseling arrargements. This special endorsement is given because, in the view of staff, the greatest misunderstandings that can affect public policy in this area are:

1) a tendency to assume limited and/or outmoded notions about the function of counseling in the community colleges;

2) a failure to acknowledge the possible need for even more comprehensive counseling approaches in the community colleges (compared to the other segments of postsecondary education) due to the extreme diversity of community college student clientele; and

3) an apparent lack of "hard data" to document the need for and effectiveness of counseling strategies.

In regard to this last item, staff would especially like to point out that the large number of districts that have made one or another attempt to assess the effectiveness of their counseling programs is notable. And, as can be seen from the studies presented in the report, the bulk of the findings are favorable.

Staff believes that the report is somewhat less effective in dealing with the frequently heard, less tangible criticisms of counseling in the colleges -- if only in that its responses to these criticisms are presented with sublety. The opening paragraph of the report does acknowledge student criticism of counseling programs, and *"Issues"* section contains a number of references which allude to professional/philosophical conflicts with classroom teaching faculty. Additionally, the *"Issues"* section and the Task Force's recommendations acknowledge the need for improved accountability in counseling. Improved accountability would both portray counseling more accurately to the public and provide responses to those critics who currently question the productivity of counseling programs. In turn, the cited research does speak to the validity of these less tangible criticisms, but not, perhaps, as systematically and/or fully as might be desired. Similarly, the "issues" cited which pertain to counselor - faculty relations (No. 2-4) do acknowledge a problem in this area, but deal less directly with the matter than might be desired by some. It should be pointed out in this regard that the report does indicate the planned use of VEA Subpart 3 funds during 1979-80 to identify and alleviate some of the current lack of communication about counseling among various professional groups in the colleges.

Finally, as was indicated by the Educational Policy Committee, it would have been helpful if the report would have presented information on the qualifications required for the community college counselor credential. Therefore, Section 52410 of Title 5 is cited below and Appendix B presents the complete regulations for the Counselor Credential.

> 52410. Master's Degree. The applicant holds a master's degree, or its foreign equivalent, with emphasis in counseling, guidance, student personnel, psychology, or social welfare.

Recommendations regarding these requirements are included in an item on credentials scheduled for October Board action. Staff supports a recommendation in that item that would assure that credential holders possess adequate experience and training in guidance and counseling in order to fulfill the counseling functions reflected in the Task Force Report. It is hoped that such clarification of counselor credential requirements will curb the practice of allowing uncredentialed "Instructor Advisors" to offer counseling services.

Still, these staff reservations about the treatment of certain concerns does not prevent endorsement of the Task Force's recommendations. The staff concurs generally in 10 of the 11 recommendations posited by the Task Force, offering minor modifications to three of them. Staff recommends that the one recommendation be deferred in order to coordinate with anticipated recommendations in the area of credit/non-credit. Staff's modified recommendations for Board action are stated on pages 30-31.

A Report by the Task Force on Counseling

Background

Historically, there has existed a basic need for continual clarification of the responsibilities and contributions of the student services staff in community colleges. Counseling, one of the primary components of student services, has been the focus of increasing scrutiny from many segments and groups. Reportedly, students were expressing great dissatisfaction with counselors in respect to availability, competency in such areas as transfer and vocational guidance, and personal concern for the student. This report will attempt to address such criticism, particularly in the section which covers research on student satisfaction with counseling as well as to suggest avenues for the improvement of any deficiencies in counseling programs which may exist.

In July, 1977, a position paper on student personnel services was presented to the Board of Governors by the Chancellor's Office staff, which included a section on counseling with suggestions for the improvement of counseling services. The Board approved that position paper, and progress on the specified recommendations and objectives was anticipated. While there has been significant progress, since that report, in improving communication and establishing advisory mechanisms among student services personnel in general, activation of processes necessary to improve counseling services in particular were, until establishment of the current Task Force, minimal. The absence of a counseling specialist in the Chancellor's Office greatly hindered previous attempts to provide statewide leadership and to stimulate new thought, programs, and support for counseling services.

In 1978, the Board requested that a comprehensive report on counseling be presented in September, 1979. Consequently, a statewide Task Force on Counseling was formed in April 1979 to prepare the report. (See Appendix A for Task Force membership.)

At its initial meeting the Task Force reviewed the 1977 position paper on student services. It was agreed that an expanded report on counseling was needed, and the Task Force proceeded to prepare the present document.

A progress report was submitted to the Board in June, 1979 in order to alert the Board to the urgent problems affecting counseling, as well as to obtain suggestions from the Board regarding any areas that needed particular attention by the Task Force.

Legislative Basis for Counseling

The Education Code provides legislative authorization for the provision of community college counseling under Section 72620. If established, a counseling program must include, but need not be limited to the following:

1. Educational counseling
2. Career counseling

3. Personal counseling

4. Evaluating and interpreting test data

5. Counseling and consultation with parents and staff on learning problems and guidance programs.

Although the Education Code provision for an organized counseling program is permissive, the Board of Governors has adopted a regulation (Section 51500 of Title 5 of the Administrative Code) to require that each community college has adequate counseling staff and procedures to provide minimal counseling services. Title 5, Sections 51501.3 further provides for:

1. Assisting students in the determination of their education goals;

2. Assisting students in making self-appraisals of their progress toward goals;

3. Provision of special individual or group counseling and guidance to first-time freshmen enrolled in more than six units; and

4. Provision of individual counseling and guidance services to each student on probation.

Thus, the net effect of the statute and regulation taken together is that districts must provide counseling, and that the types of counseling listed in Section 72620 and Title 5 are required.

Introduction

The concept of local autonomy has created a diversity of counseling programs which reflect the unique needs and resources of particular communities. Any report on counseling in California Community Colleges must begin with a caveat that what is presented is a composite picture of what counseling "is", and variations in types and levels of services provided will certainly occur in particular colleges. For example, if a particular service such as a computerized career information system is mentioned, it is a counseling service which is provided in many (actually over 30 percent), but not necessarily every, community college.

The Task Force also would like to emphasize that counseling, like all other educational professions, should be in a continuous process of self-evaluation which will re-vitalize those areas most closely affecting students. Although the contributions of counseling to the educational development of community college students has been very substantial, it is recognized that program improvement is clearly needed. This report is not supportive of the status quo, but rather is designed to further define areas of concern and suggest means for program regeneration. Consequently, the Task Force recognizes that all counselors must actively respond to the urgency of the situation by engaging in professional and institutional regeneration to improve program vitality and visibility.

THE SCOPE AND FUNCTIONS OF COUNSELING

I. The Institutional Setting

The basic role of the community college in California public higher education--that of providing access to post-high school education for all high school graduates and other adults capable of profiting from the instruction--necessitates a comprehensive and active counseling and guidance program. As this report will attempt to show, counseling programs often exceed the legislative parameters set for counseling.

The incoming student population at the community college, unlike the restrictive and selective population admitted to the University of California or the California State University and College system, represents a complex student body in terms of both goal orientation and ability level. An examination of most community college catalogs reveals "counseling and guidance" as a major value, objective or function of the institution. A prime role of the community college in California public higher education, in addition to providing curricula for the development of vocational skills or transfer preparation, has been that of providing direct services to assist the individual in self-appraisal and vocational and educational planning.

While it is traditional to classify the community college population as either occupational-vocational or college-university transfer, this is in practice a gross oversimplification. There are students attending the community college who parallel the typical university student in terms of clarity of academic goals, study habits and attitudes, and ability levels. There are also numbers of students pursuing specific occupational certificates or the associate in arts degree. These students are, however, the exception rather than the rule. Larger numbers, it is found, are more likely to not only be undecided about a major, but undecided concerning both the pace and planned duration of their higher education. The goal of many of these individuals is simply to obtain as much education as is requisite to their perceived needs; and as their competencies and personal circumstances will permit, to obtain a satisfactory career. Often, when asked to outline academic plans, students will reply that they desire a community college degree, and if they "do well," would possibly like to continue at a four-year college or university--circumstances permitting. Also, increasing numbers of adults with even more nebulous goals--perhaps nothing more than a feeling of "wanting a better life" --are entering the community college. This better life may take the form of a desire for a good job, a desire for a career change, or simply a need for personal involvement and enrichment. These individuals may bring with them not only real inadequacies in one or more basic learning skills, but perhaps more importantly, feelings of inadequacies generated by unsuccessful previous academic performance or by an extended absence from a formal educational environment.

The current student population includes greatly diverse educational and socio-cultural backgrounds, comprising nearly the total range of academic potential found in the general community. Their circumstances are additionally attenuated by the fact that economic, family and other personal responsibilities often compete or conflict with their educational plans and desires.

The public community college represents, for perhaps the majority of these individuals, the only reasonable and accessible postsecondary institution which can help provide that avenue to a better life. One of the challenges of the community college is in providing a comprehensive system of counseling and guidance services to assist this diverse population in clarifying, defining, and implementing these feelings and desires and enabling new directions in life styles.

II. Mission and Philosophy

Simply stated, the mission of community college counseling and guidance is to assist the individual with decisions which affect educational, vocational and personal goals, and to provide appropriate support and instruction which will enable the individual to implement these decisions. These may include career, educational, academic choice, or personal-social decisions. The implementation may include selection of appropriate institutions, academic planning, financial aid, dealing with learning handicaps, making the transition from the community college to work or to an appropriate higher level college or university, and assistance in handling personal, family or social problems which may interfere with educational goal attainment.

While a variety of activities are utilized by counseling and guidance departments - including unique programs for special clientele such as veterans; the returning older student; the disabled, minorities and culturally different; economically-deprived individuals, and those with learning handicaps - common components are usually present. These components reflect the underlying philosophy of counseling: that of providing information, clarification, and support which will enable individuals to make realistic decisions which are in their own self-interests and additionally to assist the person in planning and implementing strategies to achieve these ends.

Counselors work in concert with instructors for the benefit of students. A large proportion of a counselor's time is directed toward assistance which is by definition "instructional" in the meaning of "to inform and guide." The counselor, therefore, provides a direct, educational service which involves learning outcomes of significance to the student.

The contribution toward the total instructional-educational effort made by the counselor is most often with individual or small group assistance, which is frequently of a discussion and interactive rather than lecture mode. The counselor is differentiated from the instructor in terms of subject matter; the subject matter being defined by the student's own feelings, desires and goals. Counselors are often involved in the development and/or instruction of formal courses, programs or seminars which encompass specific content areas related to individual development and decision-making. It is the counselor's role to provide continuity between educational endeavors and personal concerns which affect a successful college and career experience.

III. Role and Objectives

The immediate goal of counseling and guidance is one of assisting students in the many decisions necessary for self-planning and self-direction. There is also a long-range implicit goal of educating students to become more capable of self-planning and self-direction in the future, and more accepting of responsibility for their own decisions and accomplishments. Educational advisement, vocational planning, and even personal counseling are perceived as educational learning opportunities. Within this context counseling is not simply a matter of "advice and guidance" but assistance in learning to understand and apply rational processes in making and implementing educational, career, and other personal decisions.

The role of a community college counselor requires concern for the best interests of the client, and, in some instances, may necessitate referral to other private or public institutions, agencies or services which are more appropriate to the individual's goal. This role means that counselors must be aware not only of their own institution and programs, but of other postsecondary educational programs, institutions and services. Due to the diverse audience served by the community college, the specific interaction between counselor and client assumes many forms. The counselor typically, however, assists the individual in exploring the issue of career choice or career change and assists with the attendant educational

planning. This process involves helping individuals explore, examine and evaluate information regarding themselves, the world-of-work, and the available postsecondary educational resources. As an educational consultant, the counselor also frequently aids the client in dealing with a wide variety of unique circumstances which interfere with goal achievement.

While serving the individual client, the counselor also provides valuable services to in the institution and the state. In promoting realistic individual assessment and appropriate educational planning, the resources of public education are utilized more appropriately and effectively. This results in increasing the efficient utilization of public educational facilities and directly contributes to cost effectiveness of public education.

IV. Practice

The following components are typically included within the responsibilities and practices of a community college guidance program:

- Preadmissions - The counseling unit typically serves to inform the potential student of the curricular and instructional resources available at the community college. Most community college counseling units assume responsibility to educate the public regarding the opportunities available at their local public institution to implement and achieve a variety of educational and vocational objectives. These services may take the form of:

  1) Liaison with area secondary schools, including direct interactions with counseling counterparts at the high schools, visitations and programs with secondary school career centers, and class and college night presentations with potential applicants.

  2) Coordinating workshops or tours for selected groups of individuals from schools or community.

  3) Providing information by phone, mail or in person regarding the appropriateness of the institution for furthering personal educational plans.

  4) Offering individual, group or special counseling sessions so that the fears, apprehensions, and anxieties of individuals or special groups concerning post-high school educational plans can be discussed and alleviated. This may be especially important to the returning adult woman, the minority, the handicapped and other special groups with concerns as to the appropriateness of the institution for them.

It is interesting to note that while these activites are assumed by counseling units at the community colleges, they fall under the auspices of the Relations-with-School offices at the University of California and California State University and College system campuses. These activities are based upon the assumption that community college has a responsibility to its constituents to inform them of the opportunities for and appropriateness of the community college for pursuing their postsecondary educational and career plans, thus insuring equal and adequate access of our population to the benefits of public higher education.

° New Student Orientation and Academic Planning - While the University of California and California State University and College systems, due to their selective admission practices, may adequately induct and orient students by means of a departmental program of academic advisement, the community college, due to the composition of its population and the college's unique vocational and community education mission, must provide a more varied and intensive initial counseling and advisement program. This may take the form of individual counseling, group sessions, and/or a series of orientation sessions. But typically it includes the following:

- Evaluation of past educational experiences.
- Assistance in assessment of knowledge, skills, interests, and potential, which may include interpretation and implication of test and inventory results.
- Referral to apprenticesnip programs, other agencies or institutions which may be more appropriate for the individual applicant.
- Explanation of the scope of community college education: vocational, transfer, certificates and degrees, general education, immediate occupational skill development, etc.
- Special counseling for the "undecided" student.
- Special services for unique groups: disadvantaged, educationally handicapped, those with poor records in high school, etc.
- Long range educational planning for community college certificates, the associate in arts degree or university transfer.
- Assistance in class schedule planning for the first semester, including attention to such variables as unit-load, the relationship between work and study, high school deficiencies, etc.
- Orientation to college and campus.

° Academic Advisement - Unlike the four-year college or university, academic advisement is nearly always a function of the community college counseling service. This is necessary due to the much greater complexity of advising the community college student. Community college students may desire to complete an academic plan where they can transfer to one or two different universities in two or three different majors; or they may want to follow an occupational A. A. degree program with the possibility of transferring to a four-year college if abilities and circumstances permit. This means advisors must be familiar not only with their own institution and courses, but knowledgeable about higher education in general and popular transfer institutions in particular.

- Articulation with Transfer Colleges and Universities - The counseling unit arranges campus visitations of senior college representatives, corresponds with senior institutions in articulating courses and programs, and is involved with follow-ups and other activities designed to facilitate the transition from the community college to a college or university.

- Career Decision-making and Career Planning Assistance - Due to the growing uncertainty of the job market in the early 1970's, it became more difficult of students to make career decisions. As a result, community colleges developed career centers. Counselors have been facilitators for planning, developing and supervising this crucial area. Some centers work actively with the State Employment Development Department in coordinating job placement and vocational activity reinforcement. Services provided by these centers include, but are not limited to:

    - Testing
    - Individual Counseling
    - Career Search/Life Planning Courses
    - Computerized Career Information Systems
    - Placement

- Personal Growth Courses - Personal growth courses offered by counseling staffs are taken by students to improve interpersonal skills, develop self confidence, improve study skills, and increase potential for success in college. These courses are offered for 1 to 3 units and in various modes, including but not limited to the following: 1) 9 week course, 2) 18 week course, and 3) a weekend mode. Most of these courses are offered for credit and/or non-credit and many are transferable to the State College and University System.

- Contract Counseling - Contract counseling is a relatively new approach to counseling in community colleges. Briefly, the student and counselor enter into a contract; the student agrees to complete a pre-arranged set of exercises, and the counselor agrees to provide the services necessary to help the student complete the exercises. The contract approach to counseling seems to generate a greater commitment by students which is partly attributable to the students involvement to the writing of the contract. Because of the positive responses to this approach to counseling, community college counseling staffs continue to explore creative ways of implementing contract counseling to help students achieve their goals.

- Assistance with Study-Learning Difficulties - Counseling units, either directly or through interaction with learning or developmental skills units, provide assistance to both the self-identified or instructor-referred student with learning problems. The counselor is usually the initial contact professional, and the counselor functions to assess, diagnose, treat or refer the individual, dependent upon the nature of the problem. This assistance may also include working with the instructional faculty in designing an appropriate learning environment.

° Helping with Personal, Family or Other Social Concerns - Community college counselors, especially at large comprehensive urban and suburban colleges, are confronted with a broad spectrum of personal anxieties and concerns that are present in the community. The counselors' role in dealing with these problems may be one of direct intervention, a support role, or referral to an outside agency or professional. While the counseling service is not seen by most counselors as a "primary mental health unit," it is seen as helping students to more effectively handle a variety of problems that are interfering with their personal, and therefore, educational and career achievement. Personal problems are likely to interfere with learning, and counseling serves as an appropriate intervention to assist students in the resolution of such problems before they become disruptive. The direct counseling that is accomplished is typically short-term and is not typically designed to replace long-term psychological or psychiatric "therapy." Some community colleges invite people from the community to participate in mental health days. This approach gives the counseling staff special visibility and establishes them as professionals who foster mental health.

Counseling utilizes many community services and agencies in assisting individuals with personal concerns. Common referral sources include area mental health units, Department of Vocational Rehabilitation offices, welfare offices, Employment Development Department, campus psychiatric or medical facilities, and a variety of agencies designed to aid handicapped groups such as the deaf or the visually impaired.

° Contributions to the Classroom and Curriculum - Counselors as educators are in a unique position to gain access to the concerns, anxieties, feelings, attitudes and desires of the college population. They are intended to represent a non-threatening agent within the institution and are not only aware of students' educational and career plans but also of their perceptions relative to the institution. Because of this unique understanding of both the student and the institution, counselors on many campuses have made positive contributions to curriculum development.

Counselors may also consult with instructors on student learning styles and guest lecture in areas such as test anxiety. Other counselor/instructor interaction may involve consultation concerning a student who is distracting other students or otherwise impairing class progress, or acting as an intermediary in attempting to alleviate a concern or conflict which arises between a student and an instructor.

Counselors also provide instructors with valuable feedback and suggestions regarding college academic requirements, procedures and institutional policies based upon their knowledge of student plans and attitudes.

° Counselors as Facilitators - Counselors serve as institution facilitators in their extensive committee work which ranges from curriculum to safety meetings. Counselors have been instrumental in supportive efforts for handicapped, disadvantaged, veterans, and women students. Counselors frequently administer or manage services for special populations. Grants and stipends often stipulate special counseling services as a condition of authorization of funds to the institution.

° Peer Advising - The concept of using peer advisors to supplement services provided by professional counselors is not new to community colleges. However, in the last ten years colleges have been using peer advisors in more creative ways. According to a survey conducted by Los Angeles City College, trained peer advisors have been used effectively in the following areas:

- Helping new students register and assisting undecided students
- Working with campus professionals in campus services
- Calling students to determine why they did not register
- As part of a college information team assigned to local high schools and as campus tour leaders
- As a team under faculty supervision to work with an orientation class for new students
- Being alert on campus for students who need a friend or a service
- Assisting in orientation programs

V. *The Organization of Counseling Services*

Counseling and guidance services at most California Community Colleges are administratively located within the area of student services. Counseling services are classified as either centralized or decentralized. Centralized counseling refers to the housing or "grouping" of counselors as a unit. The centralized counseling staff may interact extensively with the instructional divisions, but physically is located in one central area. The decentralized counseling center is one which locates counselors within their areas of specialty or assignment, such as an academic department or special support program.

The function of the counselor within a centralized counseling department may vary depending on the size of the unit. Small counseling centers often tend to provide generalist services because a few counselors must provide the entire range of counseling services. The generalist counselor in the centralized counseling department would not specialize in any area but would serve all needs from vocational counseling, test interpretation, instruction of guidance courses, to academic and personal counseling. Those counseling centers large enough to specialize might provide counselors whose emphasis would be vocational counseling, E.O.P.S., handicapped counseling, or specific department or division-related academic counseling. Such counselors would remain open to a range of counseling service though specializing in one or two areas.

Decentralized counseling centers often house counselors within academic divisions, in order to provide for each division a specialist counselor particularly knowledgeable in the academic majors, certificates, and transferability of courses within that division or department. The counselor/specialist is responsible for all other counseling services needed by students within the division and may also have a teaching assignment. Undecided students in an institution using this system would be referred to a particular counselor or counselor-administrator. All declared majors would seek assistance from their division or department counselor. Counselors within a decentralized system may meet for staff sessions and in-services, but otherwise have little time to contact and interact with colleagues.

Other functions of the decentralized counselor involve special support services such as EOPS and women's centers. Although student services on community college campuses are generally regarded as being divided into four components (admissions and records, counseling, student activities, and special support services), counselor involvement can be found in all four areas. Perhaps the greatest area of counselor involvement is in the area of special support services or programs. On a great number of campuses these programs have begun as a direct outgrowth of the counseling effort.

Campuses across the state vary in the degree of counselor participation in special programs. At the minimum, counselors serve as liaison persons or part-time counselor/advisors to the special area or project. At the maximum, which is frequently the case, counselors manage entire programs. Very few campuses do not have at least one counselor assigned fully and directly or on a part-time basis to a special program.

When fully assigned to a program area, a counselor often serves as a facilitator whose professional responsibilities might include: 1) budget preparation, 2) staff development, 3) supervision of staff, 4) preparation of special reports, 5) counseling, 6) recruitment, and 7) liaison with the community.

The role of the counselor for handicapped students, for example, can range from counseling responsibility, to a combined function of counseling and program management. As a program manager, the counselor has many responsibilities. This counselor provides in-service assistance to program staff as well as to college personnel. In many cases, the counselor both develops the guidance curriculum for disabled students and teaches these courses for the handicapped. The counselor may also be responsible for budget management, maintaining current legislative information and assuring college compliance with federal and state regulations. The counselor-specialist, also functioning as Disabled Student Program manager, often schedules and evaluates specialized courses for and about the handicapped. Pre-registration advisement, priority registration, and provision of specialized student services is also part of the role.

Student services for the handicapped can be highly technical. Disabled students who are deaf, for example, require well trained interpreters whose skills must be assessed and evaluated. Intensive tutorial services must also be provided for deaf students. Blind students require transportation and mobility assistance, recording and braille transcribing. An entire network of highly specialized services frequently becomes the responsibility of a counselor also functioning as a handicapped program manager.

The counselor for a handicapped program, whose sole role is counseling, is responsible for maintaining an individual educational assessment evaluation for each handicapped student. The counselor files a plan for each student which may be revised at the student's request.

The counselor provides vocational and personal counseling for the handicapped and provides extensive follow-up to insure satisfactory student progress. Frequently, the counselor provides training of peer advisors for the disabled and supervises peer advisory activities as well.

Counselors also serve as project directors for funds awarded through special bid under Title II of the Vocational Education Act (VEA), Subpart 3. In many cases, counselors contribute to the writing of proposals as well as the direct administration of the projects. Counselors design evaluation processes to monitor program effectiveness and keep extensive student records. These counselors supervise personnel, monitor their budgets and continually review their projects to maintain grant guidelines.

Not only are counselors involved in V.E.A. special bid projects, but often they are also involved in the use of Subpart 3 (Program Improvement and Supportive Services) allocations. V.E.A. counselors, funded by allocations, provide counseling specified by federal regulations. Such counselors often initiate innovative uses for V.E.A. funds to most effectively use funds available under Subpart 2 and 3 of the Vocational Education Act.

Foreign student advisement is another role of the community college counselor. One counselor is generally assigned this specific role depending on the size of the foreign student enrollment. This counselor develops expertise on legal considerations, cultural difference, language difficulties, ESL Programs and adjustment problems.

Because foreign students experience special problems in dealing with a new culture, language and the bureaucracy of the admissions procedure, they are in need of professional assistance. The counselor/specialist provides assistance by personal, phone and written follow up contact. The counselor frequently designs special groups and classes to orient new foreign students and help them through the transitional period of adjustment. The counselor becomes involved with the social development of the foreign student by serving as their club advisor and activities director. Such added counselor activities aid the foreign student in their struggle to become more fully a part of the community college mainstream.

Women have become the majority on many college campuses and their needs, especially as returning women, are diverse and challenging. Women's Center counselor/coordinators not only provide personal one-to-one counseling, but academic and vocational counseling as well. The counselor also provides for, and/or supervises, group counseling and speakers series, referral service, the development of resource libraries, special registration workshops and courses of special concern for women. Women's Center counselor/coordinators have designed effective systems of retaining women students new to the academic world.

VI. Implications

As is evident in this report, the range of services and functions which counseling and guidance fulfills in the community college goes beyond guidelines and mandates of the Education Code and Title 5 of the California Administrative Code. This result may contribute to underestimating the need for and impact of counseling services in the community colleges. The diverse backgrounds, ages, interests, and abilities of postsecondary education students has increased markedly in the last decade and the scope of counseling has broadened to serve this diversity of students. As long as the community college continues to maintain an "open-door" admissions policy and offer a diversity of academic and vocational programs and courses, the needs and desires of all students to realize their full potential and to direct their own destiny must somehow be met.

The College Mission Statement as developed in 1978 by the California Community College and Junior College Association Task Force on Counseling addresses the function of student services by stating:

> "In order to make their community college experience productive for all who enter, the colleges provide a broad array of student services. Their goal is to give every possible aid to students so that they can utilize their capacities more completely and effectively. To this end student services also assist them to understand the responsibilities attendant upon attaining personal freedom.
>
> Student services have as their foundation a well-conceived program of counseling--academic, career and personal--and a broad variety of support services such as child care, employment and placement offices, financial aids, health services and tutorial assistance."

If the community colleges are to attempt to implement the philosophy of this Mission Statement, the maintenance of commensurate counseling services is critical.

Guidance should operate in the mainstream of community college education within a clearly structured and rational system. With the ever increasing variety of instructional delivery systems such as programmed learning, telecourse development, prepackaged learning modules, computer assisted

instruction and audio-tutorial learning system, it may well transpire that in the future the most significant community college "educator" with whom the student will come to have significant interactions will be a counselor. This is because the most significant task may well be that of assessing and determining the most appropriate educational experience. Additionally, due to the expanding rate of knowledge and change in each discipline and within the occupational world, we may be reaching the point where knowledge of process becomes as significant as knowledge of fact, or accomplishment of skill. Individuals must be equipped to encounter great changes, including job obsolescence, several times in the course of a lifetime. The most important kinds of learning which must occur to equip persons to cope successfully within this environment are those educational, vocational and personal counseling experiences which enable individuals to realistically reassess and reprogram themselves to reach specified initial proficiency requirement levels in identified skill areas and provide enough flexibility to move into other disciplines if it becomes necessary.

Counseling and guidance is more than a supportive activity in education. For the reasons previously mentioned, it requires and demands a central role. The significance of counseling and guidance necessitates regulations and financial provisions to insure the continuance and improvement of these services.

VII. Research on Student Needs

The preceding description of counseling in California Community Colleges provides an idea of what counselors actually do. Two crucial questions naturally surface from such a program description:

1. How do students feel about the effectiveness of these counseling services? (i.e., counselor evaluation)

2. What are the expressed needs and priorities of students in regard to the entire range of counseling services? (i.e., needs assessment)

Student evaluation of specific counselor performance has been an internal component of most counseling programs. These evaluations have proven helpful in identifying areas where the further professional development of a particular counselor is required to improve service to students.

Needs assessment techniques which are more comprehensive and attempt to obtain representative samples of all students are being utilized with increasing frequency.

Ultimately, a counseling program must be improved through the use of timely, detailed, and valid data on the broad range of student counseling needs.

A number of research studies have been conducted by community college counseling departments, community college districts, and the Chancellor's Office which relate to the two questions posed above. The task force believed that objective data on student needs is a primary resource for long-range planning of counseling services, and therefore focused heavily on obtaining such information. The following discussion of the general results of the studies should prove useful.

Studies of students' attitudes toward counseling services conducted in the past three years at community colleges in California all point toward the same conclusion: students see counseling as an essential aid in reaching their educational goals. In fact, several of these studies indicate that students want increased services, particularly in the areas of academic and career guidance.

It is particularly striking that, while each of these studies used different survey items and were independently conducted, similar results were obtained. Whether urban, suburban, rural, or in communities of substantial minority population, many students were asking for expanded counseling services.

A large sample was obtained at the College of San Mateo, where 2,518 students were asked to give their counselors a "grade". Forty-eight percent of the students rated their counselors as performing "grade A" work, and 31 percent gave them a "B" rating, on a scale of A through F. The areas of greatest student need was in career planning and selection of an academic major, as 58 percent of these students considered these services as their top priority. More than 55 percent indicated that academic advising and information on transfer requirement for four-year universities were their most important counseling needs.

A March, 1978, study at Cerritos College showed students at that institution desired expanded services in a large number of counseling areas. Over 74% of the 1,179 surveyed students felt the need for more drop-in counseling, and 58% thought that the college needed more counselors. Sixty-eight percent of the Cerritos students surveyed indicated that they had used counseling services, and almost three out of four gave top priority to counseling on matters of career selection.

Counseling in the career and job placement area was seen as an important need at Bakersfield College, where 1,790 students were given questionnaires in 1978. Students were asked to rank which programs they thought should be expanded and which should be reduced or eliminated. Among the 24 services listed, job placement services was given the highest rating for programs to be expanded, with job/career counseling ranking fourth and academic counseling in ninth place. This study provided further evidence that students come to the community college seeking assistance in better preparing themselves for the job market, and that counselors-in cooperation with placement professionals - can play an essential role in career development.

Two smaller studies indicated strong support for counseling at Fullerton College and at Los Medanos College. Fullerton students were nearly unanimous in their stated need for program planning help, aptitude and ability testing, and assistance in choosing an academic major. Eighty-six percent indicated a need for individual counseling. At Los Medanos, 84% of the students surveyed felt that educational counseling services should be provided, and 86% felt the need for career counseling.

An educational needs assessment conducted at the College of Alameda in Fall, 1976, indicated that, while a substantial majority of the 1,615 students surveyed felt the need for increased student services in a wide range of areas, minority students in particular showed the most need for counseling and other supportive programs. For example, 70% of Caucasian students felt that it was "very important" or "important" to talk to a professional counselor for help in program planning, while 88.5% of minority students surveyed felt this need. This trend continued in responses to other survey questions as well, including the needs for help in transferring to a four-year college (57.8% Caucasian vs. 75.8% minority), help in learning to improve study habits (40.1% Caucasian vs. 71.1% minority), and talking to a counselor for personal reasons (27.4% Caucasian vs. 45.6% minority). In short, it was clear that if counseling and other supportive services and programs were cut back or eliminated, minority students in particular would be adversely affected.

Another study which focused on minority group students was conducted at Los Angeles Harbor College. A sample of 450 Hispanic students was obtained, and the researchers concluded that increased counseling related to employment, career planning, and development of self-confidence were regarded as priorities.

The efforts of counseling on attrition rates have been studied at some community colleges. A study at Napa College examined attrition prevention through counseling intervention. Students in experimental groups who received special counseling services were compared with those who received routine student services. It was found that students who had received special counseling services had a lower attrition rate, a higher enrollment rate, a higher grade point average and completed more units than the students who received only routine student services. Thus, increased counseling yielded productive results. Likewise, a study currently being concluded at Foothill College is pointing to the effect that students who receive counseling take more units and drop courses less frequently than do other students.

Counseling services at Golden West College were compared on a three-year basis--1976-1978--to determine if students felt there were any change in quality of services. A sample of 1,000 day and 450 evening students yielded data which led to some of the following conclusions:

- "...items where students rate the college's counseling and guidance service continue to demonstrate a good perception of the service."

- "The important role of the community college counselor as seen by the college population is predominantly to be available to assist the student with concerns related to academic planning, and secondarily to provide help in determining a vocation or profession."

Although the Golden West study also revealed minimal need for psychological or "personal counseling", a study which reflected a significant need for personal counseling was conducted at Moorpark College. This facility usage study included data from the Drop-In Center, an informal counseling center established in 1971 by Moorpark. 1977-78 data indicated that of the 1,525 counseling contacts in that Center, 1,315 were personal counseling contacts. This Center served 20% of the enrolled students at Moorpark during that year.

A doctoral research study on student needs was recently conducted at Chabot College-Valley Campus which will be utilized in the reorganization of counseling services at that campus. Responses were also obtained from a sample of College of San Mateo students for comparative purposes.

The study concluded that:

> "...while educational planning is a high priority need for Chabot College-Valley Campus students, that need is being met by the present program of counseling services. The focus, then, of the reorganization based upon the unmet needs of these students will be in the areas of: (1) work and study skill development; (2) social relationships; and (3) vocational planning."

Needs assessment studies have been undertaken by some districts to serve as a basis for improving counseling services. For example, the Los Angeles Community College District conducted a pilot investigation to compare the types of counseling sought by traditional and non-traditional students. The researcher defined "traditional" as full-time day students and "non-traditional" as part-time evening students in this study. He found that the sample of day students from one Los Angeles District Community College tended to seek more career and personal counseling and evening students tended to seek more academic counseling, although this difference was not statistically significant. The recommendation based on the data was that the community college should attempt to provide academic, vocational and personal counseling services to all of its students regardless of the number of units taken by the student or whether the student is enrolled in day or evening classes.

Finally, two statewide studies were conducted through the Chancellor's Office, with district cooperation, which included questions regarding counseling. Although these studies, particularly the first one to be discussed, did not explore counseling needs to the extent which was possible in the counseling department studies, certain statewide trends can be discerned from the results.

A Student Resource Survey was made by the Analytical Studies Unit of the Chancellor's Office and consisted of a stratified sample of 1,073 students from twenty-one community colleges. Four questions which have the the most direct bearing on counseling were asked:

1. Have you received counseling from your college about choosing a career?*

2. Have you received information from your college about the major you wish to pursue?

3. If you plan to transfer to a four-year college, have you received information from your college about the courses you need to take prior to transfer?

4. If you are training for an occupation, have you received information from your college about job opportunities in your field?

The results obtained regarding question one suggest that approximately 40 percent of the students tried to obtain counseling to aid them in choosing a career. Of these students, about 75 percent were satisfied with the counseling received, and 25 percent were not satisfied. Another 10 percent of the students who responded indicated that they did need, but had not obtained, the service.

Approximately the same percentage of students attempted to obtain the type of assistance suggested by questions two (major), three (transfer), and four (jobs). However, the levels of satisfaction on all of these questions were consistently higher, with about 84 percent being satisfied, and 14 percent not satisfied.

The lower rate of satisfaction with counseling which focuses on career decision-making is probably related to the fact that this is a difficult, complex type of counseling service to offer, and one in which many counselors require additional in-service training in order to improve counseling skills.

The SAM Longitudinal study consisted of a telephone survey monitored by the Chancellor's Office and conducted by the Los Angeles Community College District this year. This study did not assess satisfaction in respect to counseling services, but did obtain information on counseling needs of first year students in fifteen colleges. The report states:

> "Of those interviewed, 43% stated they had no need for counseling. Of the 57% who indicated a need for counseling, 13% wanted transfer counseling, 26% career counseling, 12% academic advice, and the balance (49%) wanted more than one kind of counseling (e.g., both transfer and career counseling)."

*This was the only question in the survey to use the term "Counseling."

Table 1 illustrates the results of this survey according to the sex of the respondent.

Table 1
Counseling Needs By Sex*

	Transfer	Career	Personal	Tutorial	Financial	Veterans	Academic
Men	25	40	5	4	3	2	20
Women	19	46	5	4	5	0.4	20

*Shown in Percentages

To some extent, these data reflect a previous finding that a smaller proportion of women than men (11% to 19%) have general transfer as their goal. A higher percentage of men than women wanted transfer counseling, and a higher percentage of women wanted career counseling. Otherwise, they appear to be evenly matched except for veterans counseling.

Analysis of counseling needs by age was also conducted and showed that career counseling was selected by a plurality of all age groups except for those who were more than 60 years of age. Among the 15-19 age group, transfer counseling was the next chosen, followed by academic advice. Transfer counseling was also selected most (13% to 15%) by all age groups to 40. This last finding is of interest since it may indicate a mid-life career change on the part of members of the sample. Academic advice was selected by 20 percent or more of those between the ages of 15 and 34, those between 40 and 44, and 50 and 60 years of age.

Additional cross-tabulation of counseling needs in respect to ethnicity showed that transfer counseling was the choice of 29% of Asians, 12% of Blacks, 19% of Hispanics, and 23% of Whites. Career counseling was chosen by 42% of American Indian/Alaskan Natives, 50% of Asians, 52% of Blacks, 42% of Hispanics and 43% of Whites. Academic advice was chosen by 25% of American Indian/Alaskan Natives, 9% of Asians, 11% of Blacks, 17% of Hispanics and 24% of Whites.

Summary of Research on Student Needs

At a time when California Community Colleges are faced with the problems of severely reduced funding and declining enrollments, the evidence provided by these studies of community college students suggests that: a) students are satisfied with the quality of counseling services which they presently receive; b) most students express the desire to expand counseling and other supportive services, particularly in the career/job

placement area; and c) minority students would be most adversely affected by program cuts in counseling and supportive student services. One may conclude, therefore, that to strengthen and expand counseling and other student services at the present time should be a top priority if we are to insure the vitality of California Community Colleges in the future.

VIII. Current Issues in Counseling

Several issues or concerns continue to affect the quality of counseling services offered to students in the community colleges. The following issues are all areas which require further study, discussion, and solutions if more effective delivery of service is to be possible.

1. Staff Reductions/Increased Responsibilities

Program regeneration is unlikely to occur in an atmosphere where withdrawal of administrative support for counseling seems to be the norm.

During the last year, state community college counseling programs have faced a crisis of considerable magnitude. Even though counseling programs have previously been identified by the Chancellor's Office and the Board as important educational components in California Community Colleges, severe program and staff cuts have been initiated in many districts. Data indicate that the percentage of reductions have been greater in counseling than in other components of the colleges. As a result, the availability and quality of counseling services for students have been affected. Likewise, the impact of these program and staff reductions has led to a significant drop in staff morale and confidence in administrative support for counseling throughout the state.

The following information from a study on counseling program and staff reductions provides additional perspective on this problem.

A. The Managers of Counseling Association Report - December, 1978

In November, 1978, a questionnaire designed to determine the degree to which counseling services were affected by Proposition 13 was sent to 105 community colleges (directors, deans, and administrators of counseling). Of these, ninety-five - or better than 90% - were returned. The results indicate a serious and "potentially destructive" trend in meeting desirable counseling objectives, especially in meeting the needs of minorities, women, and older Americans. A key philosophical goal, the "open door" policy in community colleges, is seriously threatened.

Results of Managers of Counseling Questionnaire

Staffing

Reduction of full-time counseling staff	Yes	52	(54.7%)
	No	41	(43.2%)
Addition of full-time counseling staff	Yes	2*	(2%)
	No	91	(96%)
Reduction of part-time counseling staff	Yes	64	(67.4%)
	No	28	(29.5%)
Administrative/Supervisory cuts	Yes	38	(40%)
	No	52	(54.7%)

*EOP Services only

Full-time counseling cuts were evidenced by the transfer of counselors into instructional assignments and by a no-replacement policy. This resulted in higher student-counselor ratios and in reduced services to students. Cuts in part-time staff resulted in the minimal support, especially for evening students, community outreach, satellite campus support and disadvantaged students, since these are the clienteles most frequently served by part-time counselors. Most administrative cuts also were from counseling and student services. The report concludes that counseling cuts appear to exceed administrative cuts made in instructional programs.

The managers of counseling study does not reveal additional reductions which were made since the study was conducted; the Task Force would like to emphasize that such additional reductions have further compounded the problem.

It is recognized that program reductions were made by administrators faced with difficult fiscal choices. However, one goal of the Task Force is to eliminate future cuts by providing a fuller appreciation of counseling among administrators, trustees, and other policy makers.

If reductions in staff continue to occur, severe limitations will be placed on counselors as they are required to assume further responsibilities. The extent of this trend and its implications on the student warrants further examination.

2. Resistance to the Development of Courses in the Area of Counseling

Personal development courses are valid means for counseling faculty to serve larger numbers of students and to provide constructive ways for students to obtain credit. When these courses are properly planned and structured they are acceptable for transfer purposes as well as for meeting the immediate needs of students. Institutional or district resistance to these courses should be eliminated by mutual clarification of their purpose, content, and benefit.

3. Lack of Cooperation Between Counseling and Instruction

This has been a long-standing area of concern at many institutions often where a centralized counseling department is operational. Colleges where counselors are active liaisons to instructional areas and who actually teach in those areas seem to have reduced the gaps in understanding. This area was recently identified as a priority for the use of VEA Subpart 3 Project Funds. Thus, a statewide model to increase cooperation between counselors and instructors in respect to career planning and curriculum revision will be developed through a competitive bid process which will commence in September, 1979.

4. Collective Bargaining

The advent of collective bargaining has brought new concerns for counseling personnel in relation to maintaining a viable staffing position to meet present student needs. A major possibility, evidenced in a few contracts to date, is the lack of any precision regarding counselor-student ratios and minimal protective language for replacement of personnel, for shifts or changes in primary counseling assignments, or concern for objectives to be fulfilled.

Negotiating teams are often exclusively instructional in composition and arbitrary judgments concerning student services cuts and/or compromises appear to some too easily made.

5. Accountability Models

Accountability always has and will continue to be an issue and concern of the community college counselor. Counseling staffs address this concern by keeping records of the number of counseling contact hours per week per counselor, as well as the percentage of "no-shows". Follow-up activities on these contacts are also made. Many colleges use some form of follow-up instrument to keep a record of the student's counseling history. In order to evaluate the quality of counseling services, many colleges send questionnaires to students to determine the effect of the counseling contact. In addition to student evaluations and counselor records, evaluations of counseling faculty following the same format as teaching faculty are completed on a regular basis.

Many counseling staffs make follow-up contacts with students on probation to increase his/her potential for success in college. Additionally, follow-up studies on the community college transfer student are being initiated by some counseling staffs in order to correlate success rates with counseling contacts.

The personal growth classes, as mentioned previously, are taken by students to improve interpersonal skills, develop self-confidence, improve study skills, and increase their potential for success in college. These classes are evaluated in the same way as traditional course offerings.

Counselor duties in terms of committee and liaison responsibility are usually clearly defined. This involves their special assignments to women's programs, veteran's programs, handicapped programs and programs for the disadvantaged. Thus, community college counseling staff are attempting to respond to the accountability question, although some feel that the development of new or improved accountability models would be desireable.

IX. Counseling Articulation with the Secondary Levels and Four-Year Institutions

Counseling in community colleges is directly related to counseling at the secondary level. As "partners" in the effort to provide students with quality counseling services, the professional coordination and association between secondary schools and community colleges has been generally inadequate. Reasons for this lack of interface between these levels are numerous but can be traced to many constraints, such as staffing and resource limitations, which are common to both levels. However, another possible cause is that priority has not been given to structuring counseling programs to functionally include increased staff interaction. Counselors seemingly have not recognized the value of joint in-service programs which would stimulate and up-date staff from both levels.

Prompted, in part, by the recent study by Open Road titled "Lost in the Shuffle: A Report on the Guidance System in California Secondary Schools," Assemblyman Gary K. Hart established a statewide Task Force on School Counseling. This task force has recently submitted its final report and Assemblyman Hart issued the following statement regarding the report:

> "The report has significant implications pertaining to post-secondary educational institutions in California and to the coordination between the institutions and secondary schools and districts."

Assemblyman Hart further stated that he would like responses by October 1, 1979, from postsecondary institutions regarding their specific plans and timelines for addressing the report's conclusions.

Clearly, the concern for improving counseling services at all levels is broad and emphatic. Community colleges must respond to this concern with renewed thought and effort.

One immediate step which will be taken to address this problem is the use of VEA - Subpart 3 funds to establish twenty competitive grants of $10,000 each, for the sole purpose of developing models for increasing the interaction between secondary, community college, and four-year college counseling staffs. These grants will be available in September, 1979, and will be jointly monitored by the Chancellor's Office and the State Department of Education.

Another joint effort to foster the improvement of counseling services was recently initiated by the Community Colleges, the University of California, and the California State Universities and Colleges systems. This resulted in an inter-segmental report titled "Increasing the Rate and Retention of Community College Transfers from Underrepresented Groups" which has important implications for community college counselors.

The Report lists some of the major actions which will be taken in this respect by the Chancellor's Office. These are:

1. The Chancellor, during the period 1979-81, will commit resources to significantly expand the community college information systems in order to accurately assess the extent of potential transfers. This will consist of a joint statewide and district system to implement the identification of individuals who should be encouraged to transfer.

2. Beginning in 1979-80 and continuing for as long as is necessary to eliminate underrepresentation among community college transfers to the four-year public segments, the Chancellor will identify and provide staff and fiscal resources to direct a concerted professional development effort among community college counselors and faculty which is aimed to improve the rate and retention of transfers from underrepresented groups.

Specific activities in this effort will include, but not be limited to, the following:

- with cooperation of the public, four-year segments, update counselors and faculty regarding requirements for transfer to the four-year segments;

- train selected community college counselors to conduct workshops for faculty and staff on their own campuses which are designed to alert those persons to the needs, abilities and life situations of students from underrepresented groups;

- counseling centers and special programs for women will extend their efforts to encourage women to consider entering fields which have traditionally been male dominated such as the "hard" sciences, mathematics, engineering, and architecture.

Hopefully, all those involved in the planning of viable solutions to the problem areas discussed above will provide the leadership necessary to generate the funding and grass-roots support of counselors, which will ensure a realistic chance for achieving these goals.

THE LONG-TERM FINANCE PLAN AND FUNDING OF COUNSELING

The long-term finance plan calls for the adoption of principles which would insure the meeting of statewide educational objectives. Such objectives, for all educational programs, including counseling, will be determined by the examination of existing practices; past needs assessment data; and minimal program levels.

It is hoped that the information presented in this report, particularly that relating to the student evaluation of counseling and student needs, will clarify the value of counseling and provide direction to all those concerned with further developing achievable objectives and accountability models for counseling. The Board's designation of counseling as a statewide priority, which would then necessitate inclusion and support of counseling in each district's plan, would be an important step in establishing fiscal stability for counseling. Such an action by the Board would greatly assist counselors to continue serving students in ways consistent with their needs.

Because the area of funding is complex and controversial, the Task Force agreed that no creative solution to the funding problem could be derived in the short time which was available. Therefore, several members volunteered to continue to serve as an ad hoc committee during 1979-80 and to work in concert with Chancellor's staff and other college personnel on the problem, with a focus on exploring solutions which are based on ADA formulas.

Recommended action

The following recommendations developed by the statewide Task Force on Community College Counseling, are submitted for adoption by the Board of Governors.

1. It is recommended that the Board of Governors reaffirm that Guidance and Counseling Services are essential to the educational mission of the community colleges in California, and further urge that the areas of counseling and instruction be treated equally by the districts with respect to reduction in resources.

2. It is recommended that the Board instruct the Chancellor's Office staff to examine and implement specific recommendations relating to counseling services by:

   (a) Assessing the levels of staff reduction and counselor-student ratio in the colleges.

   (b) Determining the amount, and effect of, mandatory assignment of counselors to additional responsibilities due to decreased funding and positions.

(c) Conducting a thorough study of the need to modify Title 5 and Education Code requirements. Initial inquiry will address the question of including specific reference to personal development type courses in these documents.

(d) Initiating an intensive effort to prepare specific models and recommendations in the areas of accountability and funding alternatives.

(e) Developing a manual for counseling programs which would be distributed to community colleges with the understanding that local autonomy be preserved. Among other components, this manual would include accountability, and needs assessment models, and processes for securing alternative grant funds.

3. It is recommended that the Board encourage districts and colleges to:

(a) Respond to, and cooperatively work with, secondary education on solving problems identified in Hart Task Force on School Counseling Report.

(b) Recognize and support personal growth courses as viable components of counseling departments.

(c) Direct more effort towards the improvement of career counseling services with particular emphasis on expansion of bilingual resources.

4. It is recommended that a permanent specialist position for counseling in the Chancellor's Office be established as soon as possible to address the areas specified in Recommendation Two.

5. Finally, it is recommended that in order to continue the involvement of those in the field of counseling, the task force on counseling continue as a steering committee to give guidance to the Chancellor's Office in the area of counseling concerns.

Staff recommendations for action

The staff recommends that the following, modified versions of Task Force recommendations be adopted by the Board of Governors.

1. *It is recommended that the Board of Governors reaffirm that Counseling Services are essential to the educational mission of the community colleges in California and further urge that the essential nature of counseling be considered by the districts as they respond to reduction in resources.*

2. *It is recommended that the Board instruct the Chancellor's Office staff to examine and implement specific recommendations relating to counseling services by:*

   (a) Assessing the levels of staff and counselor-student ratio in the colleges.

   (b) Determining the amount, and effects of mandatory assignment of counselors to additional responsibilities due to decreased funding and positions.

   (c) Conducting a thorough study of the need to modify Title 5 and Education Code requirements to more adequately reflect the desired scope of counseling in the community colleges.

   (d) Initiating an intensive effort to prepare specific models and recommendations in the area of accountability.

   (e) Assuring student services representation in deliberations designed to develop long-range funding for community colleges.

   (f) Developing a manual for counseling programs which would be distributed to community colleges with the understanding that districts would retain the right to design and administor programs which reflect the needs of their community. Among other components, this manual would include accountability, needs assessment models, and processes for securing alternative grant funds.

3. *It is recommended that the Board encourage districts to:*

   (a) Respond to, and cooperatively work with, secondary education on solving problems identified in the Task Force on School Counseling Report which was sponsored by Assemblyman Gary K. Hart.

   (b) Work cooperatively with the postsecondary education segments and CPEC to improve the processes for identifying and providing counseling to potential transfer students, particularly those from underrepresented groups.

(c) *Direct more effort toward the improvement of career/vocational counseling.*

(d) *Expand and improve bilingual counseling resources and techniques.*

(e) *Increase the level of program cooperation between counseling and placement services.*

(f) *Facilitate outreach programs to stimulate improved interaction with business and industry.*

4. *It is recommended that the Task Force's recommendation that "personal development" courses be "recognized and supported as viable components of counseling departments" be deferred at this time and instead be referred to the Chancellor's Advisory Committee on credit/non-credit course policy. The purpose of this referral is not to question the need for or viability of such courses, but rather to assure that this important area is adequately treated in the determination of credit and non-credit status.*

5. *It is recommended that a permanent specialist position for counseling in the Chancellor's Office be established as soon as possible to address the areas specified in Recommendation Two. (In July, 1979, the Board approved a budget request for 1980-81 which included such a position.)*

6. *Finally, it is recommended that in order to continue the involvement of those in the field of counseling, a task force on counseling be continued as an advisory committee to the Chancellor. This task force will consist of counselors, student services administrators, students, and instructional faculty representatives.*

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TITLE 5
SUBCHAPTER 9. COMMUNITY COLLEGE COUNSELOR CREDENTIAL

Article 1. General Provisions

52400. Eligibility. An applicant is eligible for a Community College counselor credential if such person satisfies the requirements of either of the sections in Article 2 (commencing with Section 52410) of this subchapter.

52401. Services Authorized. This credential authorizes the holder to be employed by a district to provide one or more of the following services:

(1) Guidance and counseling of students in the planning of their immediate or future vocational and career plans.

(b) Guidance and counseling of students in resolving problems arising out of their education and career plans other than providing tutoring services.

(c) Consultation with students on personal problems and assistance in resolving these problems to the extent that the problems do not require psychiatric or medical investigation or treatment or the practice of law.

Article 2. Bases for Issuance

52410. Master's Degree. The applicant holds a master's degree, or its foreign equivalent, with emphasis in counseling, guidance, student personnel, psychology, or social welfare.

52411. Master's Degree Equivalent. The applicant holds a degree from or has completed a course of instruction in an accredited institution of higher education, or their foreign equivalents, which the Chancellor of the California Community Colleges finds to be equivalent to the master's degree described in Section 52410.

The intent of this section is to make several classes of persons eligible for this credential, including but not limited to (1) persons who have completed 24 semester units of upper division or graduate lelve course work with emphasis in counseling, guidance, student personnel, psychology, or social welfare. Six of the 24 semester units of course work may be met by the verification of two years of recent occupational experience in counseling or guidance, (2) persons who are actively participating and have completed one year of course work in a program of instruction leading to a doctorate degree, with emphasis in counseling, guidance, students personnel, psychology, or social welfare, which omits or permits the omission of the master's degree, (3) persons who have completed all phases of a program leading to a doctorate degree, with emphasis in counseling, guidance, student personnel, psychology, or social welfare, except for the dissertation.

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